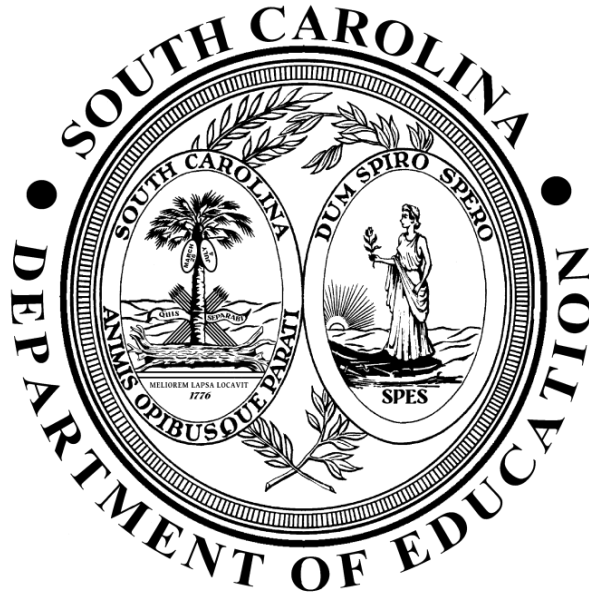


STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT OF EDUCATION
SECRETARY TO THE STATE BOARD OF EDUCATION



2018 Summer Reading Camp Report

Report to State Board of Education
Pursuant to Act 284

June 1, 2019

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Introduction

In 2014, the South Carolina General Assembly passed Act 284 (Read to Succeed Act) which addresses reading proficiency and comprehension for students statewide. The legislation is a comprehensive system of support in literacy for students in kindergarten through twelfth grade, and emphasizes the importance of students reading at a proficient level by the end of third grade.

A core component of the Read to Succeed Act are third grade Summer Reading Camps (SRC). Each district identifies third grade students who are not reading proficiently on grade level and provides them with the opportunity to attend a SRC where they receive targeted instruction from certified teachers in reading and writing.

Third grade is a critical year in literacy development, as research suggests that if students fall behind in literacy skills in the early elementary years, they often fail to become proficient readers in later grades (Murnane, Sawhill, and Snow, 2012). The interventions provided through SRC ensure that struggling readers are given the additional support necessary to achieve fourth grade readiness, while also offering students multiple opportunities to demonstrate literacy proficiency.

The following report was completed by the Office of Early Learning and Literacy (OELL) using data provided by the Office of Research and Data Analysis (ORDA).

The Legislative Mandate

Per S.C. Code § 59-155-130, the OELL Read to Succeed Office is required to report to the State Board of Education annually on the progress of summer reading camps. The full reporting requirements are outlined below.

Section 59-155-130. Duties of Office.

The Read to Succeed Office must guide and support districts and collaborate with university teacher training programs to increase reading proficiency through the following functions, including, but not limited to: . . .

(8) monitor and report to the State Board of Education the yearly success rate of summer reading camps. Districts must provide statistical data to include the:

- (a) number of third grade students enrolled in camps;
- (b) number of students, by grade level, who successfully complete camps;
- (c) number of third graders promoted to fourth grade;
- (d) number of third graders retained; and
- (e) total expenditures of funds to operate the camps by source of funds to include in kind donations.

Section 59-155-160. Mandatory retention.

(A) Beginning with the 2017–18 school year, a student must be retained in the third grade if the student fails to demonstrate reading proficiency at the end of the third grade as indicated by scoring at the lowest achievement level on the state summative reading assessment that equates to Not Met 1 on the Palmetto Assessment of State Standards (PASS). A student may be exempt for good cause from the mandatory retention but shall continue to receive instructional support and services and reading intervention appropriate for their age and reading level. Good Cause Exemptions include students: . . .

- (6) who successfully participate in a summer reading camp at the conclusion of the third grade year and demonstrate through either a reading portfolio or through a norm-referenced, alternative assessment, selected from a list of norm-referenced, alternative assessments approved by the Read to Succeed Office for use in the summer reading camps, that the student's mastery of the state standards in reading is equal to at least a level above the lowest level on the state reading assessment.

(C) (1) Students eligible for retention under the provisions in Section 59-155-160(A) may enroll in a summer reading camp provided by their school district or a summer reading camp consortium to which their district belongs prior to being retained the following school year. Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction in the summer. The camps must be taught by compensated teachers who have at least an add-on literacy endorsement or who have documented and demonstrated substantial success in helping students comprehend grade level texts. The Read to Succeed Office shall assist districts that cannot find qualified teachers to work in the summer camps. Districts also may choose to contract for the services of qualified instructors or collaborate with one or more districts to provide a summer reading camp. Schools and school districts are encouraged to

partner with county or school libraries, institutions of higher learning, community organizations, faith-based institutions, businesses, pediatric and family practice medical personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps. A parent or guardian of a student who does not substantially demonstrate proficiency in comprehending texts appropriate for his grade level must make the final decision regarding the student's participation in the summer reading camp.

(D) Retained students must be provided intensive instructional services and support, including a minimum of ninety minutes of daily reading and writing instruction, supplemental text-based instruction, and other strategies prescribed by the school district. These strategies may include, but are not limited to, instruction directly focused on improving the student's individual reading proficiency skills through small group instruction, reduced teacher-student ratios, more frequent student progress monitoring, tutoring or mentoring, transition classes containing students in multiple grade spans, and extended school day, week, or year reading support. The school must report to the Read to Succeed Office on the progress of students in the class at the end of the school year and at other times as required by the office based on the reading progression monitoring requirements of these students.

Section 59-155-190. Local school districts.

Local school districts are encouraged to create family-school-community partnerships that focus on increasing the volume of reading, in school and at home, during the year and at home and in the community over the summer. Schools and districts should partner with county libraries, community organizations, local arts organizations, faith-based institutions, pediatric and family practice medical personnel, businesses, and other groups to provide volunteers, mentors, or tutors to assist with the provision of instructional supports, services, and books that enhance reading development and proficiency. A district shall include specific actions taken to accomplish the requirements of this section in its reading proficiency plan.

Proviso 1.59. (SDE: Summer Reading Camps)

For the current fiscal year, funds appropriated for summer reading camps must be allocated as follows: (1) up to twenty percent to the Department of Education to provide bus transportation for students attending the camps; (2) \$700,000 allocated to the department to provide grants to support community partnerships whereby community organizations shall partner with local school districts to provide enrichment activities as part of after school programs or summer reading camps that utilize volunteers, mentors or tutors to provide instructional support to struggling readers in elementary schools that have a poverty index of forty percent or greater based on the poverty index utilized the prior fiscal year that was student eligibility for the free or reduced price lunch program and Medicaid. All mentors and tutors that are a part of these after school programs or summer reading camps must have passed a SLED criminal background check. Participant to volunteer or teacher ratio must conform to that of the school district in which the program is located; and (3) the remainder on a per pupil allocation to each school district based on the number of students who substantially failed to demonstrate third-grade reading proficiency as indicated on the prior year's state assessment as defined by Section 59-155-120 (10) of the 1976 Code.

Summer reading camps must be at least six weeks in duration with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of instruction in the summer. School transportation shall be provided. The camps must be taught by compensated teachers who have at least an add-on literacy endorsement or who have documented and demonstrated substantial success in helping students comprehend grade-level texts. The Department of Education shall assist districts that cannot find qualified teachers to work in the summer camps. Districts may also choose to contract for the services of qualified instructors or collaborate with one or more districts to provide a summer reading camp. Schools and school districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based institutions, businesses, pediatric and family practice medical personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camps.

In the current school year, any student in third grade who substantially fails to demonstrate third-grade reading proficiency by the end of the school year must be offered the opportunity to attend a summer reading camp at no cost to the parent or guardian. The purpose of the reading camp is to provide students who are significantly below third-grade reading proficiency with the opportunity to receive quality, intensive instructional services and support. A district may also include in the summer reading camps students who are not exhibiting reading proficiency at any grade and may charge fees for these students to attend the summer reading camps based on a sliding scale pursuant to Section 59-19-90, except where a child is found to be reading below grade level in the first, second or third grade. A parent or guardian of a student who does not substantially demonstrate proficiency in comprehending texts appropriate for his grade level must make the final decision regarding the student's participation in the summer reading camp.

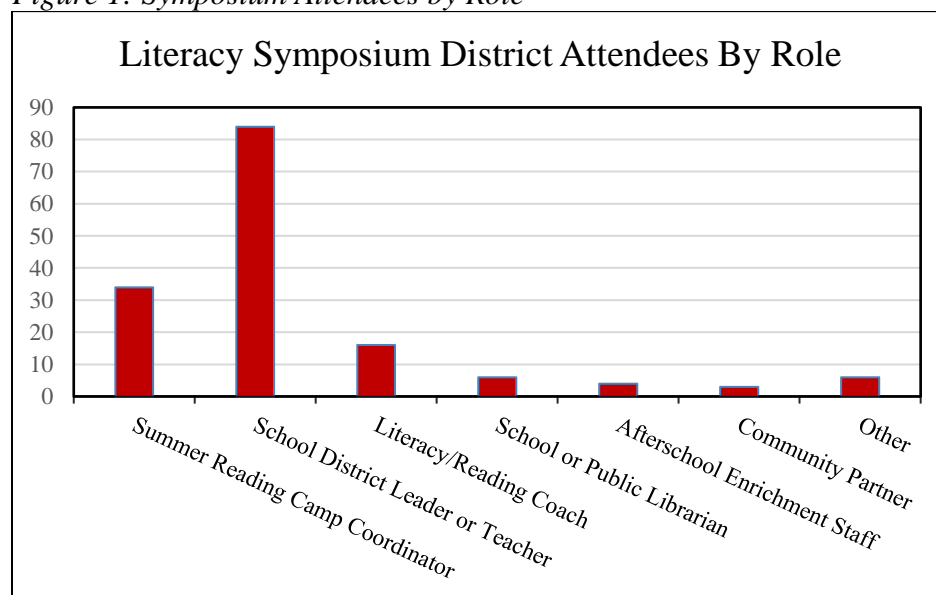
Pre-Summer Actions and Timeline

The South Carolina Department of Education (SCDE) provided pre-summer support to districts and site leaders to assist with SRC planning and implementation. This support included a literacy symposium, technical assistance webinar, and one-on-one blended support for districts.

Literacy Symposium

On February 28, 2018, the SCDE held the Leaders Making Readers: SC Read to Succeed Summer Reading Camp Symposium. The symposium offered districts the opportunity to learn from state leaders and members of the SCDE about best practices for planning and enacting SRC. At the conclusion of the symposium, district participants were also given the option to request additional state support based on local SRC needs. Attendees represented all districts and held a variety of school and district-level roles.

Figure 1: Symposium Attendees by Role



Source: Post-Symposium Attendee Survey

Symposium participants expressed satisfaction with the event, with over 99 percent of respondents indicating that they would like to attend another SCDE literacy symposium in the future. There was also significant growth in the percentage of respondents who indicated that they were very confident about their ability to plan and implement a Read to Succeed camp—only 37 percent of respondents felt very confident prior to the symposium, compared to over 80 percent at the event’s conclusion.

SRC Technical Assistance Webinar

The OELL conducted a spring technical assistance webinar to communicate SRC expectations, data collection requirements and due dates, and SRC best practices. The webinar also directed participants to additional resources and research on how to plan and implement an effective SRC. The full presentation can be found here:

<https://ed.sc.gov/scdoe/assets/File/instruction/read-to-succeed/Summer%20Reading%20Camps/2018%20SRC%20Webinar%20Final.pdf>.

Additional District Support

In addition to the literacy symposium and technical assistance webinar, OELL staff members hosted regional trainings and provided on-site and blended support to districts. Seven districts responded to the additional assistance survey distributed at the end of the Leaders Making Readers symposium, which the OELL used to provide individualized support to SRC site leaders and district liaisons. The OELL also provided a third grade retention guidance document to help districts identify and invite students to SRC.

Other support included professional learning opportunities around:

- Using SRC monitoring tool to support instruction;
- Components of balanced literacy;
- Using assessment results to individualize instruction for students;
- Creating a literacy rich classroom environment for SRC; and
- How to administer diagnostic assessments to monitor progress during SRC.

District Implementation

Each district identified third grade students who were not reading on grade level during the 2017–18 school year and offered them the opportunity to attend a SRC. Students attended SRC for a minimum of four hours a day, four days a week, for six weeks, or the equivalent of ninety-six instructional hours. Districts were given the flexibility to structure the days of the camp. During camps, students were to be taught by highly-qualified teachers with experience in working with struggling readers. In addition, students were provided the opportunity to receive small group and individual instruction to work on their reading, writing, listening, and research skills. Districts were encouraged to partner with local businesses/community groups to provide supplemental learning opportunities after academic instruction. Districts were responsible for the following implementation steps:

1. Assess and identify students with cut scores eligible for the camps using one of the three approved state-wide standardized formative assessments: Developmental Reading Assessment 2 (DRA2), Fountas and Pinnell, or Dominie;
2. Complete the SRC pre- and post-assessment surveys by the dates indicated by the SCDE to ensure all data were submitted for reporting purposes;
3. Provide planning time prior to beginning of camp for teachers and staff;
4. Maintain Literacy Assessment Portfolios (LAP) for each student, provide the data to the SRC teacher, and provide the data to the student's classroom teacher for the upcoming school year;
5. Provide a minimum of ninety-six hours of literacy instruction based on the reading/writing/research workshop model;
6. Provide end-of-camp celebrations and an opportunity for parents to celebrate their students' progress;
7. Participate in SCDE professional development including the Leaders Making Readers symposium, technical assistance sessions, webinars, and/or roundtable discussions, to gain knowledge on effective SRC implementation, third grade retention requirements, and district and school reading plans;
8. Ensure that all SRC classrooms have an ample and adequate supply of books to support the various reading levels and interests of students; and

9. Consider strategies for including local partnerships to support effective literacy instruction.

2018 SRC Data

SRC Statewide Enrollment

During the summer of 2018, all school districts and the South Carolina Public Charter School District held a SRC. Although third grade students comprised of the majority of the children served at the camps, many districts extended invitations to students in other elementary grades who were also in need of targeted literacy support. A total of 9,337 students were served statewide during the 2018 camps, an increase of over 400 students from the 2017 camps. Student enrollment totals for each district by grade level are provided in Appendix A.

SRC Enrollment by Grade Level and Demographics

The number of third graders enrolled in SRC grew significantly from 2017 to 2018. This is likely due to an increase in third graders requiring the successful completion of SRC as an exemption from mandatory retention. Not all third grade students enrolled in SRC were considered at risk of retention.

Table 1: 2018 SRC Student Enrollment by Grade Level

Year	PK	K	1	2	3	4	5	6	Total
2016	0	121	853	1,949	4,616	784	286	0	8,609
2017	13	441	742	2,694	4,590	438	17	1	8,936
2018	0	355	703	1,819	6,192	258	10	0	9,337

Source: District Data Submissions to ORDA, compiled April 17, 2019.

Over 83 percent of students served during the 2018 SRC were identified as students in poverty.

Table 2: 2018 SRC Student Enrollment by Poverty Status, Race/Ethnicity, and Gender

Demographic Factor	Number	Percentage
<i>Poverty Status</i>		
Yes	7,786	83.4%
No	1,525	16.3%
Not Reported	26	0.3%
<i>Race/Ethnicity</i>		
Asian	58	0.6%
African-American	4,834	51.8%
Hispanic	1,685	18.0%
Native American	33	0.4%
Two or More Races	347	3.7%
Pacific Islander	9	0.1%
White	2,369	25.4%
Not Reported	2	0.0%
<i>Gender</i>		
Male	5,151	55.2%
Female	4,185	44.8%

Demographic Factor	Number	Percentage
Not Reported	1	0.0%
<i>Total Enrolled</i>	<i>9,337</i>	<i>100%</i>

Source: District Data Submissions to ORDA, compiled April 17, 2019.

SRC Completion and Student Learning Outcomes

The successful completion of SRC is one of the possible Good Cause Exemptions available to third grade students at risk of being retained. Successful completion of the camp is dependent upon each district's determination. Districts and schools use a variety of data points to determine if a student successfully completed the camp, including pre- and post-assessment data, student LAPs, individual attendance records, and teacher recommendations. Completion is also measured differently across grade levels, as grades other than third do not require camp completion to become exempt from retention. The SCDE measures completion by the percentage of students who consistently attend camp over the summer and are assessed for growth at the beginning and end of camp.

Table 3: SRC Completers by Grade Level, 2017 and 2018

Year	K	1	2	3	4	Total
2017	354 (80.3%)	644 (86.8%)	2,394 (88.9%)	4,115 (89.7%)	382 (87.2%)	7,889 (88.5%)
2018	309 (87.0%)	612 (87.1%)	1,531 (84.2%)	5,238 (84.6%)	244 (94.6%)	7,934 (85.9%)

Note: Grade levels with fewer than 20 students statewide are not reported.

Source: District Data Submissions to ORDA, compiled April 17, 2019.

SRC Student Learning Outcomes

Districts and schools were able to select from three possible pre- and post-assessments for SRC: DRA2, Fountas and Pinnell, or Dominie. Students must have taken both the pre- and post-assessment in order to be included in one of the three achievement levels. The SCDE collected student performance and promotion data for second and third graders enrolled in SRC.

Statewide, 95 percent of students with reported pre- and post- assessment scores maintained or demonstrated growth during SRC.

Table 4: 2018 Second and Third Grade SRC Students at Each Achievement Level

Achievement Level	Number	Percentage
Gained/Growth	4,703	58.7%
Maintained	1,986	24.8%
Regressed	328	4.1%
Not Reported or Not Tested	994	12.4%

Source: District Data Submissions to ORDA, compiled April 17, 2019.

Third Grade Retention

Section 59-155-160 of the Read to Succeed Act mandates that a student must be retained if they are not reading proficiently by the end of third grade and do not meet one of the state's Good Cause Exemptions. Possible Good Cause Exemptions include students:

- with limited English proficiency and less than two years of instruction in English as a Second Language program;
- with disabilities whose Individual Education Plan (IEP) indicates the use of alternative assessments or alternative reading interventions;
- with disabilities whose IEP or Section 504 Plan reflects that the student has received intensive remediation in reading for more than two years but still does not substantially demonstrate reading proficiency;
- who demonstrate third grade reading proficiency on an alternative assessment approved by the board and which teachers may administer following the administration of the state assessment of reading;
- who have received two years of reading intervention and were previously retained;
- who through reading portfolio documentation demonstrate the mastery of the state standards in reading that is equal to at least one level above the lowest achievement level on the state reading assessment; and
- who successfully participate in a SRC at the conclusion of the third grade year and demonstrate through either a reading portfolio or through a norm-referenced, alternative assessment approved by the SCDE, that their mastery of the state standards in reading is equal to at least a level above the lowest level on the state reading assessment.

The third grade retention mandate went into effect during the 2017–18 school year. If a student does not meet any of the Good Cause Exemptions by the end of camp, the district superintendent must make the final decision on promotion. At the conclusion of SRC, districts and schools statewide reported retaining 287 third grade students enrolled in the camps.

Table 5: 2018 SRC Promotion Status for Third Grade Students

Achievement Level	Number	Percentage
Promoted	5,899	95.7%
Retained	287	4.1%
Not Reported/Other	6	0.2%

Source: District Data Submissions to ORDA, compiled April 17, 2019.

On August 10, 2018, the OELL surveyed districts to gather preliminary data on the number of third grade students retained and promoted. This data included both students enrolled in SRC and those that did not attend SRC. Statewide, districts reported retaining 365 third grade students. Retention and promotion responses by district are included in Appendix B.

SCDE Monitoring

The OELL conducted monitoring and support visits in 79 districts during the 2018 camps. All OELL staff members used the SRC Monitoring Tool to observe and support site leaders and instructors during their visits. The Monitoring Tool measures:

- Environment;
- Learning Objectives;
- Instructional Materials;
- Student/Teacher Engagement;
- Small Group/Whole Group Instruction;

- Independent Practice;
- Monitoring Student Progress;
- Reading Structures; and
- Personnel.

Monitoring data recorded by OELL staff members shows that SRC sites across the state scored highest in the Environment and Learning Objectives domains, and need additional support and guidance in the Monitoring Student Progress and Reading Structures domains.

SRC Expenditures

Expenditures by district for the 2018 camps can be found in Appendix C.

Community Partnerships Grants

Award Totals and Grant Recipients

The Read to Succeed Act encourages districts to partner with organizations during SRC.

Examples of possible partnerships include:

- County or school libraries;
- Institutions of higher learning;
- Community organizations;
- Faith-based institutions;
- Businesses, pediatric and family practice medical personnel; and
- Other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the SRC.

To further encourage these partnerships, the South Carolina General Assembly currently funds annual allocations to select districts through the SRC Community Partnership Grant. Each year, districts are given the opportunity to submit a grant proposal for partnership funding. During the 2018 SRC, 25 partnerships were awarded between \$21,495 to \$29,856 for summer programming.

Table 6: Community Partnership Grant Recipients

Award	School District/Organization	Project Title	Community Partner(s)
\$29,856.00	Allendale County Schools	Allendale County Schools Summer Camp for Reading, Writing, Music, Movement and iSTEAMU	Dream Helpers iSTEAMU; Fa Da Chillun; V.N. Holdings; Allendale County Library; Allendale County Parks and Recreation Department

Award	School District/Organization	Project Title	Community Partner(s)
\$29,856.00	Anderson School District Two	Wild About Literacy	Anderson County Library-Belton Branch; United Way of Anderson; Burton Center; Honea Path Recreation; Belton First Baptist Church; McCall's Photography; Flare Film Production; Cottage Garden; Discovery Island
\$29,623.00	Barnwell School District 45	Summer Reading Camp Community Partnership	YMCA; Bethany Baptist Church; Ned Branch Baptist Church
\$29,856.00	Charleston Promise Neighborhood	2018 Read to Succeed Summer Reading Camps at Chicora and Mary Ford Elementary Schools	Charleston County School District
\$29,856.00	Cherokee County School District	Summer Reading Camp Community Partnership Grant	Cherokee County Public Library Book Mobile; Cherokee County YMCA; Good News Club of Cherokee County
\$29,856.00	Darlington County School District	Success for All: Readers Become Leaders	EdVenture; YMCA of the Upper Pee Dee; Coker College; Teach Foundation
\$21,495.00	Dorchester School District Four	Splish Splashing Into Summer Reading	Dorchester County Library; St. George Rotary Club; Charleston Aquarium; Woodland High School; Boone Hall Plantation
\$29,856.00	Florence County School District Three	FSD3 Community Partnership Summer Reading Camp	Lake City Boys and Girls Club
\$29,856.00	Kershaw County School District	Summer STEAMpede	Kershaw County Parks and Recreation Department; Kershaw County Bookmobile/Library
\$29,856.00	Laurens County School District 55	Laurens District 55 2018 Summer Reading Camp	Laurens County School District 55; Laurens County Library; Joe R. Adair Outdoor Education Center; Greater Laurens Family YMCA

Award	School District/Organization	Project Title	Community Partner(s)
\$29,856.00	Laurens County School District 56	Laurens District 56 Summer Reading Community Partnership	United Dairy Industry; Farm Bureau; Joe Adair Outdoor Center; Clinton High School FFA/Agriculture Dept.
\$29,856.00	Lexington School District One	Pelion Elementary School Summer Reading Camp Program	Pelion Family Practice- Eau Claire Cooperative Health; Pelion High School Athletics; Lexington County Public Library-Pelion Branch; Florence Baptist Church-Pelion
\$29,856.00	McCormick County School District	MES Summer Reading Camp's "The Art of Reading"	McCormick County Arts Council at the Keturah (MACK); McCormick County Library
\$28,574.00	Orangeburg Consolidated School District Five	OCSD5 Camp Hero: Reading Is Our SuperPower!	Orangeburg County Boys and Girls Club
\$29,856.00	Reading Partners	Reading Partners and CCSD, Partners for Student Success in Charleston	Charleston County School District
\$29,856.00	Richland County School District One	Richland District One Summer Reading & Enrichment Camp	United Way of the Midlands; EdVenture; Reading Matters; Richland County Public Library; Columbia Urban League; Lavish Consultants
\$23,187.00	Saluda County Schools	Saluda County Schools Summer Reading Camp Community Partnership Grant 2018	Clemson Cooperative Extension Office
\$29,856.00	Spartanburg School District One	Camp PACK: Preparing All Community Kids	YMCA of the Upstate; Chapman Cultural Center; Porkchop Productions; Landrum High School; Strawberry Hill Farms; Hollywild Zoo; Technology Teacher Specialist; Local Mexican Restaurant; Broad

Award	School District/Organization	Project Title	Community Partner(s)
			River Electric; Campobello First Baptist Church
\$29,856.00	Spartanburg School District Two	Passport to Learning-Summer Reading Camp	Soccer Shots; First Tee; Scholars Academy – University of SC Upstate; View Church; Boiling Springs High School
\$29,856.00	Spartanburg School District 7	Summer Readers Step Forward	Altrusa of Spartanburg; First Tee of Upstate; Rotary of Spartanburg; Spartanburg Academic Movement (SAM); Spartanburg Humane Society
\$29,856.00	Sumter School District	Literacy Out of the Box	Reading Success; YMCA; Trinity Missionary Baptist Church; New Bethel Missionary Baptist Church; Newton Family Life Center
\$29,856.00	United Way of Pickens County	Camp iRock Year 4 Expansion	YMCA of Pickens County; School District of Pickens County
\$29,856.00	Ware Shoals School District 51 (Greenwood 51)	iExplore - Summer Reading Camp	Lander University; Greenwood Library System; Greenwood Theatre; Greenwood YMCA
\$29,856.00	York School District One	Reading Everywhere: An Afternoon, Community Based Enrichment Component of Summer Reading Camp	Kings Mountain National Military Park; York County Culture and Heritage Museums; Floyd D. Johnson Technology Center; Abrakadoodle

Source: Community Partnership Grant Post-Camp Survey, 2018.

SCDE Next Steps

Updated Data Collection Process

The OELL is currently working with the ORDA to create a new protocol for efficiently collecting data from SRC. For the 2019 camps, districts will have the option to pilot a new Read to Succeed PowerSchool page. All districts will be required to use the PowerSchool page for the 2020 camps.

2018 Support Satisfaction Survey

In order to better gauge the perceptions and opinions of SRC contacts in districts, the OELL distributed a post-camp satisfaction survey to SRC site leaders. The survey gave site leaders an

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opportunity to reflect on the support they received over the summer from the SCDE and to offer suggestions for how the state could improve or adjust future support given to districts.

Over 92 percent of site leaders agreed that instruction offered during the 2018 camps was beneficial for helping struggling students meet grade level goals. When asked for the most helpful type of state-level support, leaders frequently mentioned on-site visits and technical assistance.

The survey also asked how the SCDE could better support site leaders before, during, and after the summer. Many site leaders asked for a more simplified data collection process. The OELL is currently working with the ORDA to move future SRC data collection to a new streamlined system.

Regional Educational Laboratory (REL) Self-Study Guide

This spring, the OELL distributed an optional pre-camp self-study guide developed by the REL Southeast to SRC district staff. The research-based guide allows districts to reflect on their planning and preparation for the camps and help them to identify any gaps or needs before the camps begin. The guide responses will also allow SCDE staff to more accurately target their support of districts both before and during the summer.

Updated Monitoring Tool

Based on feedback from SRC teachers and site leaders, the OELL updated that monitoring tool used for on-site visits during camps. The updated tool and scoring guide provides a more in-depth explanation of best practices in literacy instruction. The OELL distributed this updated tool in April 2019, and encourages districts to use the tool when planning pre-summer professional development for teachers and staff.

Introduction of Multi-Tiered System of Supports (MTSS)

Act 213, which was signed into law in 2018, calls on the SCDE to create a statewide multi-tiered support system to help identify students in need of academic and behavioral interventions. The South Carolina Multi-Tiered System of Supports (SC MTSS) framework and trainings represent the collaboration between SCDE offices to prepare and support districts to implement MTSS for total school improvement by providing professional development, coaching and technical assistance, research and evaluation, and communication and visibility that result in improving learning and college and career readiness for all students. This framework will help districts and schools identify those students who are most at risk and personalize their learning plans through intensive academic and/or social emotional supports and identify those students who are at some risk and provide the appropriate supports. MTSS also allows students to move between the tiers of support and receive interventions within the classroom and during SRC.

References

Act 284 S.C. Code § 59-155-130 et seq. (2014). (South Carolina Read to Succeed Act).

Murnane, R., Sawhill, I., and Snow, C. (2012). Literacy Challenges for the Twenty-First Century: Introducing the Issue. *The Future of Children*. Vol 22: 2. Princeton-Brookings.

Provisos 1.59 (SDE: Summer Reading Camps). South Carolina Legislature. Fiscal Year 2017-2018 Appropriations Bill H. 3720. (S.C. 2017).

Appendix A: 2018 SRC Student Enrollment

Table 7: 2018 SRC Student Enrollment by District and Grade Level

District	Total Enrolled	K	1	2	3	4	5
Abbeville	16	0	0	0	16	0	0
Aiken	379	0	0	128	251	0	0
Allendale	86	16	16	17	21	10	6
Anderson 01	78	0	0	46	32	0	0
Anderson 02	71	15	14	28	14	0	0
Anderson 03	31	0	0	0	31	0	0
Anderson 04	10	0	0	0	10	0	0
Anderson 05	76	0	0	20	56	0	0
Bamberg 01	27	0	0	9	18	0	0
Bamberg 02	10	0	0	0	10	0	0
Barnwell 19	10	0	0	0	10	0	0
Barnwell 29	40	0	13	11	16	0	0
Barnwell 45	31	0	0	0	31	0	0
Beaufort	1,391	97	322	414	407	151	0
Berkeley	154	0	0	0	154	0	0
Calhoun	37	0	5	14	18	0	0
Charleston	289	0	0	0	289	0	0
Cherokee	138	0	0	26	112	0	0
Chester	49	0	0	23	26	0	0
Chesterfield	75	0	0	0	73	1	1
Clarendon 01	10	0	0	0	10	0	0
Clarendon 02	33	0	0	6	27	0	0
Clarendon 03	20	0	6	8	6	0	0
Colleton	77	0	0	0	77	0	0
Darlington	99	0	0	36	63	0	0
Dillon 03	7	0	0	0	7	0	0
Dillon 04	67	0	0	0	59	7	1
Dorchester 02	260	0	0	54	206	0	0
Dorchester 04	49	0	0	14	35	0	0
Edgefield	38	0	0	0	38	0	0
Fairfield	5	0	0	0	5	0	0
Florence 01	191	0	0	101	90	0	0
Florence 02	15	0	0	0	15	0	0
Florence 03	36	0	0	0	36	0	0
Florence 04	27	0	0	11	16	0	0

District	Total Enrolled	K	1	2	3	4	5
Florence 05	24	0	0	9	15	0	0
Georgetown	136	0	0	64	72	0	0
Greenville	507	0	0	0	507	0	0
Greenwood 50	193	29	48	27	89	0	0
Greenwood 51	30	0	4	8	18	0	0
Greenwood 52	11	0	0	4	6	1	0
Hampton 01	63	0	2	19	42	0	0
Hampton 02	23	0	0	3	20	0	0
Horry	230	0	0	55	175	0	0
Jasper	119	0	0	38	81	0	0
Kershaw	108	0	0	36	72	0	0
Lancaster	170	0	0	0	170	0	0
Laurens 55	59	0	0	22	37	0	0
Laurens 56	44	0	0	19	25	0	0
Lee	38	0	0	13	25	0	0
Lexington 01	90	0	0	0	90	0	0
Lexington 02	168	0	0	46	122	0	0
Lexington 03	37	0	0	17	20	0	0
Lexington 04	11	0	0	0	11	0	0
Lexington 05	69	0	0	28	41	0	0
McCormick	43	5	10	15	13	0	0
Marion 10	89	0	0	0	89	0	0
Marlboro	67	0	0	9	58	0	0
Newberry	113	0	0	0	113	0	0
Oconee	28	0	0	0	28	0	0
Orangeburg 03	92	0	0	0	92	0	0
Orangeburg 04	52	0	0	3	49	0	0
Orangeburg 05	70	0	0	0	70	0	0
Pickens	362	104	64	52	141	1	0
Richland 01	861	86	90	75	541	68	1
Richland 02	63	0	0	0	63	0	0
Saluda	61	0	0	7	54	0	0
Spartanburg 01	54	0	0	16	38	0	0
Spartanburg 02	43	0	0	0	43	0	0
Spartanburg 03	48	0	10	10	20	8	0
Spartanburg 04	30	0	0	14	16	0	0
Spartanburg 05	67	0	0	35	32	0	0
Spartanburg 06	206	0	51	71	84	0	0

District	Total Enrolled	K	1	2	3	4	5
Spartanburg 07	89	0	29	27	33	0	0
Sumter 01	183	0	0	0	183	0	0
Union	43	0	0	0	43	0	0
Williamsburg	69	0	2	18	49	0	0
York 01	43	0	0	15	28	0	0
York 02	24	0	0	0	24	0	0
York 03	193	0	0	0	193	0	0
York 04	24	0	0	0	24	0	0
SC Charter School	258	3	17	78	148	11	1
<i>Statewide Total</i>	<i>9,337</i>	<i>355</i>	<i>703</i>	<i>1,819</i>	<i>6,192</i>	<i>258</i>	<i>10</i>

Source: District Data Submissions to ORDA, compiled April 17, 2019.

Appendix B: District Self-Reported Third Grade Retention and Promotion Data

The following table comes from a survey completed by district leaders in August 2018.

Table 8: Third Grade Retention and Promotion Data by District

District	How many students scoring Not Met 1 on the 2018 reading subtest of SC Ready were retained in 3rd grade?	How many students scoring Not Met 1 on the 2018 reading subtest of SC Ready qualified for a Good Cause Exemption?
Abbeville	1	7
Aiken	13	118
Allendale	8	2
Anderson 01	0	25
Anderson 02	0	20
Anderson 03	0	9
Anderson 04	2	7
Anderson 05	1	62
Bamberg 01	0	6
Bamberg 02	0	2
Barnwell 19	3	5
Barnwell 29	1	2
Barnwell 45	2	5
Beaufort	11	91
Berkeley	8	132
Calhoun	0	4
Charleston	23	283
Charter Institute at Erskine	8	27
Cherokee	20	41
Chester	4	30
Chesterfield	1	47
Clarendon 01	0	2
Clarendon 02	0	13
Clarendon 03	0	3

District	How many students scoring Not Met 1 on the 2018 reading subtest of SC Ready were retained in 3rd grade?	How many students scoring Not Met 1 on the 2018 reading subtest of SC Ready qualified for a Good Cause Exemption?
Colleton	1	59
Darlington	5	69
Dillon 03	2	5
Dillon 04	1	-20
Dorchester 02	2	75
Dorchester 04	2	5
Edgefield	0	24
Fairfield	0	15
Florence 01	8	61
Florence 02	3	10
Florence 03	5	18
Florence 04	3	5
Florence 05	1	2
Georgetown	5	33
Greenville	8	314
Greenwood 50	5	15
Greenwood 51	1	5
Greenwood 52	0	8
Hampton 01	0	1
Hampton 02	2	6
Horry	5	129
Jasper	13	26
Kershaw	2	56
Lancaster	0	68
Laurens 55	4	42
Laurens 56	3	9

District	How many students scoring Not Met 1 on the 2018 reading subtest of SC Ready were retained in 3rd grade?	How many students scoring Not Met 1 on the 2018 reading subtest of SC Ready qualified for a Good Cause Exemption?
Lee	5	16
Lexington 01	2	96
Lexington 02	5	58
Lexington 03	3	4
Lexington 04	1	46
Lexington/Richland 05	1	58
Marion	4	39
Marlboro	1	37
McCormick	4	4
Newberry	5	23
Oconee	5	42
Orangeburg 03	9	14
Orangeburg 04	10	0
Orangeburg 05	13	18
Pickens	1	51
Richland 01	51	160
Richland 02	8	130
Saluda	8	14
SC Public Charter School District	11	38
Spartanburg 01	0	28
Spartanburg 02	0	34
Spartanburg 03	0	16
Spartanburg 04	0	19
Spartanburg 05	2	27
Spartanburg 06	0	61
Spartanburg 07	3	61

District	How many students scoring Not Met 1 on the 2018 reading subtest of SC Ready were retained in 3rd grade?	How many students scoring Not Met 1 on the 2018 reading subtest of SC Ready qualified for a Good Cause Exemption?
Sumter	6	112
Union	1	7
Williamsburg	6	9
York 01	3	25
York 02	1	16
York 03	8	99
York 04	1	26
<i>Total Statewide</i>	<i>365</i>	<i>3371</i>

Source: District Retention Survey by the OELL, August 2018.

Appendix C: Summer Reading Camp Expenditures by District

District Number	District Name	Salary Total	Fringe Benefits Total	Prof Dev Total	Supplies/Materials Total	Other Total	Subtotal	In-Kind Total	Final Total
160	Abbeville	\$9,605.64	\$2,662.45	\$0.00	\$0.00	\$1,509.00	\$13,777.09	\$0.00	\$13,777.09
201	Aiken	\$249,014.21	\$68,478.86	\$709.92	\$28,002.49	\$0.00	\$346,205.48	\$0.00	\$346,205.48
301	Allendale	\$35,520.00	\$9,487.61	\$0.00	\$0.00	\$13,642.01	\$58,649.62	\$0.00	\$58,649.62
401	Anderson 1	\$30,492.00	\$8,572.60	\$0.00	\$0.00	\$20,658.64	\$59,723.24	\$0.00	\$59,723.24
402	Anderson 2	\$18,077.42	\$4,828.48	\$0.00	\$3,692.00	\$4,799.00	\$31,396.90	\$0.00	\$31,396.90
403	Anderson 3	\$27,033.24	\$7,546.55	\$0.00	\$85.92	\$0.00	\$34,665.71	\$0.00	\$34,665.71
404	Anderson 4	\$9,710.00	\$2,744.05	\$0.00	\$0.00	\$0.00	\$12,454.05	\$0.00	\$12,454.05
405	Anderson 5	\$66,742.39	\$18,617.67	\$446.42	\$50,974.15	\$11,783.80	\$148,564.43	\$0.00	\$148,564.43
501	Bamberg 1	\$6,350.00	\$1,718.88	\$500.00	\$315.19	\$101.50	\$8,985.57	\$0.00	\$8,985.57
502	Bamberg 2	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$2,000.00	\$0.00	\$2,000.00
619	Barnwell 19	\$4,920.00	\$1,364.21	\$0.00	\$1,538.14	\$0.00	\$7,822.35	\$0.00	\$7,822.35
629	Barnwell 29	\$3,105.00	\$1,153.01	\$0.00	\$532.43	\$1,828.14	\$6,618.58	\$0.00	\$6,618.58
645	Barnwell 45	\$11,928.37	\$3,206.13	\$0.00	\$9,723.36		\$24,857.86	\$0.00	\$24,857.86
801	Berkeley	\$103,057.28	\$26,856.35	\$2,209.63	\$6,094.17	\$9,376.18	\$147,593.61	\$0.00	\$147,593.61
901	Calhoun	\$14,604.34	\$3,670.10	\$0.00	\$0.00	\$0.00	\$18,274.44	\$0.00	\$18,274.44
1001	Charleston	\$398,410.00	\$57,919.00	\$3,210.00	\$26,348.00	\$7,792.00	\$493,679.00	\$0.00	\$493,679.00
1101	Cherokee	\$68,848.71	\$19,938.55	\$0.00	\$26,133.64	\$0.00	\$114,920.90	\$0.00	\$114,920.90
1201	Chester	\$17,144.49	\$4,587.03	\$0.00	\$25,473.96	\$0.00	\$47,205.48	\$0.00	\$47,205.48
1301	Chesterfield	\$61,061.51	\$16,018.03	\$0.00	\$29,958.30	\$0.00	\$107,037.84	\$0.00	\$107,037.84
1401	Clarendon 1	\$4,042.50	\$490.81	\$0.00	\$0.00	\$0.00	\$4,533.31	\$0.00	\$4,533.31
1402	Clarendon 2	\$100.20	\$26.76	\$0.00	\$0.00	\$4,057.00	\$4,183.96		\$4,183.96
1501	Colleton	\$67,098.73	\$16,969.84	\$1,444.36	\$16,219.98	\$7,546.99	\$109,279.90	\$0.00	\$109,279.90
1601	Darlington	\$30,657.51	\$9,061.28	\$0.00	\$26,450.44	\$39,661.20	\$105,830.43	\$0.00	\$105,830.43
1703	Dillon 3	\$4,800.00	\$1,282.08	\$0.00	\$0.00	\$0.00	\$6,082.08	\$0.00	\$6,082.08

District Number	District Name	Salary Total	Fringe Benefits Total	Prof Dev Total	Supplies/Materials Total	Other Total	Subtotal	In-Kind Total	Final Total
1704	Dillon 4	\$40,985.00	\$10,945.00	\$0.00	\$5,773.99	\$6,193.50	\$63,897.49	\$0.00	\$63,897.49
1802	Dorchester 2	\$106,323.00	\$23,816.04	\$0.00	\$6,192.65	\$0.00	\$136,331.69	\$0.00	\$136,331.69
1804	Dorchester 4	\$18,833.49	\$5,491.84	\$0.00	\$0.00	\$0.00	\$24,325.33	\$0.00	\$24,325.33
1901	Edgefield	\$26,835.00	\$7,395.72	\$0.00	\$6,065.97	\$0.00	\$40,296.69	\$0.00	\$40,296.69
2001	Fairfield	\$16,801.00	\$2,740.08	\$0.00	\$7,770.36	\$0.00	\$27,311.44	\$0.00	\$27,311.44
2101	Florence 1	\$66,984.46	\$16,901.90	\$6,371.23	\$148.76	\$0.00	\$90,406.35	\$0.00	\$90,406.35
2102	Florence 2	\$6,061.51	\$1,619.09	\$2,000.00	\$3,587.20	\$0.00	\$13,267.80	\$0.00	\$13,267.80
2103	Florence 3	\$29,547.01	\$8,145.72	\$0.00	\$28,131.83	\$0.00	\$65,824.56	\$0.00	\$65,824.56
2104	Florence 4	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2105	Florence 5	\$9,999.11	\$2,662.27	\$145.10	\$1,570.58	\$0.00	\$14,377.06	\$0.00	\$14,377.06
2201	Georgetown	\$30,635.10	\$8,521.81	\$0.00	\$1,755.51	\$373.71	\$41,286.13	\$0.00	\$41,286.13
2301	Greenville	\$355,174.24	\$100,444.00	\$18,000.00	\$83,410.00	\$39,965.00	\$596,993.24	\$0.00	\$596,993.24
2450	Greenwood 50	\$66,706.57	\$17,438.11	\$0.00	\$0.00	\$0.00	\$84,144.68	\$0.00	\$84,144.68
2451	Greenwood 51	\$4,223.45	\$3,609.75	\$0.00	\$0.00	\$626.88	\$8,460.08	\$0.00	\$8,460.08
2452	Greenwood 52	\$11,925.00	\$3,372.00	\$0.00	\$41.09	\$1,050.00	\$16,388.09	\$0.00	\$16,388.09
2501	Hampton 1	\$25,365.00	\$1,892.85	\$0.00	\$25,121.95	\$0.00	\$52,379.80	\$0.00	\$52,379.80
2501	Hampton 2	\$7,480.60	\$4,306.70	\$0.00	\$0.00	\$5,062.20	\$16,849.50	\$0.00	\$16,849.50
2601	Horry	\$170,736.85	\$46,700.17	\$0.00	\$77,310.15	\$0.00	\$294,747.17	\$0.00	\$294,747.17
2701	Jasper	\$32,700.00	\$8,733.00	\$0.00	\$2,181.00	\$0.00	\$43,614.00	\$0.00	\$43,614.00
2801	Kershaw	\$66,239.80	\$15,928.17	\$0.00	\$27,863.05	\$1,716.36	\$111,747.38	\$0.00	\$111,747.38
2901	Lancaster	\$74,901.90	\$18,460.59	\$0.00	\$52,564.63	\$1,761.04	\$147,688.16	\$0.00	\$147,688.16
3055	Laurens 55	\$32,340.00	\$9,086.00	\$360.00	\$5,242.94	\$2,350.00	\$49,378.94	\$0.00	\$49,378.94
3056	Laurens 56	\$17,220.43	\$4,602.31	\$0.00	\$2,839.29	\$0.00	\$24,662.03	\$0.00	\$24,662.03
3101	Lee	\$14,980.00	\$3,745.00	\$0.00	\$0.00	\$0.00	\$18,725.00	\$0.00	\$18,725.00
3201	Lexington 1	\$92,376.14	\$24,353.09	\$20,000.00	\$58,134.33	\$150.00	\$195,013.56	\$0.00	\$195,013.56
3202	Lexington 2	\$127,030.37	\$37,252.47	\$0.00	\$19,433.00	\$12,300.00	\$196,015.84	\$0.00	\$196,015.84

District Number	District Name	Salary Total	Fringe Benefits Total	Prof Dev Total	Supplies/Materials Total	Other Total	Subtotal	In-Kind Total	Final Total
3203	Lexington 3	\$8,436.00	\$2,380.54	\$0.00	\$1,204.13	\$0.00	\$12,020.67	\$0.00	\$12,020.67
3204	Lexington 4	\$16,812.50	\$4,477.53	\$0.00	\$26,737.94	\$0.00	\$48,027.97	\$0.00	\$48,027.97
3205	Lexington Richland 5	\$90,654.80	\$22,428.86	\$16,576.82	\$41,433.05	\$2,421.30	\$173,514.83	\$0.00	\$173,514.83
3301	McCormick	\$12,062.00	\$3,307.46	\$0.00	\$0.00	\$500.00	\$15,869.46	\$0.00	\$15,869.46
3410	Marion	\$9,334.13	\$688.85	\$0.00	\$48,177.74	\$0.00	\$58,200.72	\$0.00	\$58,200.72
3501	Marlboro	\$62,566.00	\$14,345.00	\$0.00	\$16,451.00	\$1,856.00	\$95,218.00	\$1,375.00	\$96,593.00
3601	Newberry	\$36,558.02	\$10,096.25	\$0.00	\$15,900.52	\$4,649.84	\$67,204.63	\$0.00	\$67,204.63
3701	Oconee	\$22,724.48	\$6,706.02	\$0.00	\$3,982.33	\$0.00	\$33,412.83	\$0.00	\$33,412.83
3803	Orangeburg 3	\$22,075.00	\$4,607.99	\$0.00	\$7,724.54	\$9,135.00	\$43,542.53	\$0.00	\$43,542.53
3804	Orangeburg 4	\$77,638.40	\$22,569.17	\$0.00	\$57,486.24	\$3,129.20	\$160,823.01	\$0.00	\$160,823.01
3805	Orangeburg 5	\$48,556.17	\$13,110.16	\$2,000.00	\$31,513.45	\$4,784.78	\$99,964.56	\$0.00	\$99,964.56
3901	Pickens	\$32,250.00	\$8,667.09	\$0.00	\$971.37	\$0.00	\$41,888.46	\$0.00	\$41,888.46
4001	Richland 1	\$303,293.83	\$0.00	\$0.00	\$0.00	\$68,556.32	\$371,850.15	\$0.00	\$371,850.15
4002	Richland 2	\$57,116.41	\$15,991.96	\$0.00	\$538.46	\$0.00	\$73,646.83	\$0.00	\$73,646.83
4104	Saluda	\$26,528.44	\$7,359.34	\$0.00	\$18,247.12	\$5,666.00	\$57,800.90	\$0.00	\$57,800.90
4201	Spartanburg 1	\$31,151.19	\$9,146.02	\$0.00	\$0.00	\$56,500.14	\$96,797.35	\$1,000.00	\$97,797.35
4202	Spartanburg 2	\$45,943.33	\$12,372.30	\$0.00	\$8,274.45	\$2,468.64	\$69,058.72	\$0.00	\$69,058.72
4203	Spartanburg 3	\$18,016.33	\$5,141.73	\$0.00	\$883.28	\$0.00	\$24,041.34	\$0.00	\$24,041.34
4204	Spartanburg 4	\$21,234.31	\$5,945.96	\$0.00	\$0.00	\$448.00	\$27,628.27	\$0.00	\$27,628.27
4205	Spartanburg 5	\$47,566.56	\$12,990.80	\$240.75	\$12,195.01	\$0.00	\$72,993.12	\$0.00	\$72,993.12
4206	Spartanburg 6	\$103,881.00	\$36,148.00	\$0.00	\$29,000.00	\$0.00	\$169,029.00	\$0.00	\$169,029.00
4207	Spartanburg 7	\$58,508.41	\$15,994.31	\$869.82	\$21,495.67	\$0.00	\$96,868.21	\$0.00	\$96,868.21
4301	Sumter	\$92,055.97	\$27,394.36	\$0.00	\$31,620.88	\$0.00	\$151,071.21	\$0.00	\$151,071.21
4401	Union	\$30,563.50	\$7,686.69	\$158.40	\$0.00	\$3,501.80	\$41,910.39	\$0.00	\$41,910.39
4501	Williamsburg	\$20,565.49	\$4,909.22	\$100.00	\$7,052.95	\$0.00	\$32,627.66	\$0.00	\$32,627.66
4601	York 1	\$34,194.19	\$9,634.63	\$0.00	\$1,199.62	\$0.00	\$45,028.44	\$0.00	\$45,028.44

District Number	District Name	Salary Total	Fringe Benefits Total	Prof Dev Total	Supplies/Materials Total	Other Total	Subtotal	In-Kind Total	Final Total
4602	York 2	\$14,136.92	\$3,822.01	\$0.00	\$1,612.12	\$0.00	\$19,571.05	\$0.00	\$19,571.05
4603	York 3	\$154,987.31	\$42,814.79	\$1,669.63	\$28,929.21	\$2,075.90	\$230,476.84	\$0.00	\$230,476.84
4604	York 4	\$24,394.98	\$6,858.76	\$0.00	\$0.00	\$0.00	\$31,253.74	\$0.00	\$31,253.74
4701	SC Public Charter School District	\$70,839.20	\$6,662.29	\$0.00	\$12,588.53	\$12,042.53	\$102,132.55	\$0.00	\$102,132.55
	<i>Total Statewide</i>	<i>\$4,289,373.44</i>	<i>\$1,019,622.10</i>	<i>\$77,012.08</i>	<i>\$1,091,900.06</i>	<i>\$374,039.60</i>	<i>\$6,851,947.28</i>	<i>\$2,375.00</i>	<i>\$6,854,322.28</i>

Source: District Expenditure Reports provided to the Office of Finance, 2018.